



North Carolina Pre-Kindergarten Program Evaluation

Key Findings (2002–2016)

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NC Pre-K
Program
Evaluation
Project

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Further information about the NC Pre-K Evaluation Project is available at <http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program>

Purpose of the NC Pre-K Evaluation

Since the NC Pre-K (More at Four) Program began in 2001–2002, a variety of statewide evaluation studies have been conducted by the FPG Child Development Institute. These annual evaluations have included several studies of program services, classroom quality, and children's outcomes during pre-k as well as longer-term into kindergarten and third grade.

Key questions addressed by these evaluation studies have been: What are the outcomes for children attending NC Pre-K? and What factors are associated with better outcomes? A summary of key findings related to children's outcomes, as well as key findings related to the quality and characteristics of the program are presented below.

Key Findings

Children's Outcomes

The NC Pre-K (More at Four) Program has positive effects across key domains of learning - children's language development and communication skills, cognitive development, and social and emotional development.

- Poor children who attended the state pre-k program scored higher on third-grade reading EOGs and math EOGs than poor children who had not attended the program, based on a study of all third-graders in NC across two years using a treatment and comparison design. (90% of pre-k program participants are poor—i.e., qualify for free or reduced-price lunch.)